

# USAID Somalia, Somali Youth Leaders Initiative (SYLI) Quarterly Progress Report Quarter I, FY 2015



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**Cover Photo:** SYLI funded MoE Office Building in Hargeisa recently completed, December 2014

**Somali Youth Leaders Initiative (SYLI)**

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## Acronyms and Abbreviations

AMISOM	Africa Union Mission in Somalia
ASWJ	Ahlu Sunna Waljama'a (paramilitary group)
BoQ	Bill of Quantity
CECs	Community Education Committees
CoP	Chief of Party
DEO	District Education Officer
DG	Director General
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
GTEC	Garowe Teacher Education College
JIA	Juba Interim Administration
M&E	Monitoring and Evaluation
MIA	Mogadishu International Airport
MoE	Ministry of Education
MoLY&S	Ministry of Labor, Youth and Sports
MoU	Memorandum of Understanding
MoYS&C	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
NFE	Non-formal Education
QA	Quality Assurance
REO	Regional Educational Officer
SC	South Central Somalia
SIP	School Improvement Plans
SONYO	Somaliland National Youth Organization
SYLF	Somali Youth Leadership Forum
SYLI	Somali Youth Leaders Initiative
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TTI	Teacher Training Institute
USG	United States Government
WCGCE	Women's Council for Girl Child Education

## **I. CONTEXT UPDATE**

### **Somaliland**

During the reporting period, there have been no major security related issues in Somaliland. However, a significant concern for citizens is the upcoming elections planned for June, 2015. Although, the election has not been officially declared, the political party campaigns have begun and this has created some tension among the supporters of the different parties leading to demonstrations in some towns and villages.

### **Puntland**

During the quarter, the Puntland Government has rolled out several reforms in the Judiciary, Finance, and Employment in both civil and security personnel. In addition, the government organized a high level performance review workshop for all ministries and institutions against the 2014 annual plan. The general public welcomed the government's efforts of ensuring the accountability and effectiveness of the government institutions. Besides this, the President of Puntland in October appointed 13 Director Generals for 13 Ministries among them being the Director General for the Ministry of Education.

Also, there have been security related tensions across Puntland during this reporting period. In November 2014, the Director of Puntland Intelligence Agency (PIA) revealed that an Al Shabaab (AS) militia group was planning terror attacks in the region. The Director appealed to members of the public to be more vigilant and report any suspicious individuals to the authority. In addition, AS activities have increased in Puntland in the recent month, especially along Garowe – Bossaso road and this could have negative impacts on the implementation of the project. The main security operations during the period under review are the ongoing ones in the Galgala Mountains targeting AS militants. No serious attack was reported in the region except a few intra clan incidents in North Galkacyo.

### **South Central**

In October 29, 2014, United Nations Secretary-General, Ban Ki-moon, and the World Bank Group President, Jim Yong Kim, arrived in Mogadishu to pledge support for Somalia's transition and for efforts to strengthen security and development across the wider Horn of Africa region. This joint high level visit came at an important time for Somalia, which continues to make significant security gains against the Al-Shabaab insurgency and in pushing forward essential political reforms.

Also, there was a growing tension within the Federal Government particularly between the President and his Prime Minister over the ministerial selection for a cabinet reshuffle. This tension ended with Parliament voting the Prime Minister out and the appointment of a new PM, Mr. Abdirashid Ali Sharmake in December, 2014. Additionally, the establishment of the South West Federal state is the latest development in the emerging federal blocks which brought together Bai, Bokol and Lower Shabelle regions. This has since been recognized by the federal government but still at its nascent stage.

The Central Region (Mudug and Galgaduud) experienced socio-political and security paradigm shifts catapulted by the Federal Government's effort of establishing federal states in the region. The government established a technical committee to spearhead the process and to assert its authority. The government, jointly with allied militias, took over the Ahlu Sunna Waljama (ASWJ) controlled districts of Dhusamareeb and Guriceel and established basic forms of administration. The plan is at an advanced stage in the formation of Central State, which will encompass Galmudug, Galgaduud and Hiiraan and Xeeb regions. This change of political landscape might defy existing regional barriers and mistrust among the various clans in the regions and enhance free movement and the sense of security across the region.

The key incidents during the period under review include the complex attack on the AMISOM compound in Halane within the Mogadishu International Airport (MIA) leading to several deaths on the part of the forces, a UN contractor, and all the assailants. The insurgent group claimed responsibility for the attack. However this particular incident raised pertinent issues regarding the security of the airport. No aid worker was affected during the incident.

## **II. SYLI EXECUTIVE SUMMARY**

The first quarter of SYLI phase II was mainly characterized with startup activities in South Central Somalia. This includes having inception and planning workshops with partners and line ministries, recruitment of key staff, development of an annual work plan, review of the Monitoring and Evaluation Plan (M&E Plan) and continuation of ongoing phase I activities.

Consultative meetings were held with key line ministries of education and youth sectors in Somaliland, Puntland and South Central (SC) in order to share program plans and build synergy in implementation. Inception meetings were organized first with the consortium partner organizations and second with the line Government Ministries across all the zones. The meetings with the consortium partners focused on compliance and discussions on implementation strategy, while the meetings with the Government Ministries were designed to give an overview of the SYLI phase II program to the officials and to get their buy-in and support.

Also, in November/December 2014, Community Education Committees (CECs) and the MoE successfully operationalized four schools (New Gabiley, New Burao, New Erigavo and Moalim Jama Secondary School) in Gabiley, Togdheer, Sanaag and Banaadir regions respectively. The MoE has recruited teachers, and met the cost of other items which are necessary for the operationalization of the schools. The enrollment of the current 41 schools stands at 19,798 (13,121 boys, 6,677 girls) with the remaining two schools in Mogadishu expected to operationalize in the next quarter.

A School Needs Assessment exercise commenced in Banaadir, Galgaduud, Mudug, Hiran, Middle Shebelle, Lower Shebelle, and Bay regions of Central and South Central Somalia. A joint team of three people, two from MoE and one from the SYLI consortium conducted the assessment in the above four mentioned regions. The exercise will be done in the remaining regions and the report prepared next quarter.

The learning process in the target schools was further improved through the distribution of teaching and learning material for the schools, filling the gap identified during the school needs assessment. 1,904 textbooks and 552 registers were distributed to 28 secondary schools in Somaliland (9) and Puntland (19).

In December, Mercy Corps handed over the completed construction of the MoE office building in Hargeisa. The building will contribute to effective service delivery in the Ministry by providing a safe and efficient working environment for key MoE staff, some of whom were housed in an old structure that was not adequate.

SYLI, in collaboration with respective MoE officials, conducted joint non formal education (NFE) assessments for centers in Somaliland, Central, and South Central regions, with the intention of expanding NFEs to areas where access to literacy and numeracy education is non-existent and opportunities for youth remains low. Of the 49 assessed in total, 28 NFE centers (10 for Somaliland, 5 for Central and 13 for South Central) have been selected for engagement.

### **A. Activity Administration**

As the program fully expands into South Central Somalia, key challenges experienced during the quarter include: the prevailing security situation which hampered program needs assessments in

some of the target regions and districts; the non-existence of clear public schools in the regions which narrows the line between community and privately owned schools; the establishment of Central Administration in the region which affected the morale of the respective current MoE staff due to their perception that they will be out of jobs; and the lack of local skilled personnel, especially in South Central, delaying the recruitment process.

## **B. Subsequent Reporting Period Work Plan**

Key activities for the next quarter include:

- Finalize the school needs assessment and identify communities to be supported.
- Completion and handing over of the ongoing construction and rehabilitation of schools in Somaliland and Puntland.
- The launch of construction and rehabilitation work in Central and South Central regions.
- Finalize the technical documents and Bill of Quantities for the planned construction work in Southern Somalia.
- Identify and enroll pre-service teacher trainees into the teacher training institutes.
- Training of the CECs for the target schools in Southern Somalia, disbursement of school improvement grants to CECs in Puntland and Somaliland and supervision and support CECs in the implementation of grants.
- Selection and enrolment of learners in the selected NFE centres.
- Development and validation of the civic engagement strategy for the in-school youth.

### **III. KEY NARRATIVE ACHIEVEMENTS**

#### **IRI: FAIR AND EQUITABLE SECONDARY EDUCATION SERVICES IMPROVED FOR AT LEAST 45,489 SOMALI YOUTH COMMUNITY MEMBERS AND EDUCATION OFFICIALS**

Mercy Corps is the technical lead for this intermediate result area. Overall, during the quarter under review, there have been remarkable results in this intervention area and the highlights include:

#### **Qualitative Impact**

##### **SYLI Phase II Partners Inception Workshop**

The SYLI consortium, led by the CoP, held an inception/planning workshop for SYLI Phase II, in Hargeisa. The team was comprised of program field staff, program managers, engineers, program officers and support staff, drawn from the consortium partners (CARE, SONYO, MUDAN, SYLF and JUBA FOUNDATION) across all the zones/regions. During the workshop the team was taken through the scope of SYLI Phase II, discussed challenges and lessons learned in Phase I, agreed on a general implementation strategy/approach and refreshed on compliance, reporting requirements, marking and branding issues, among others. Additionally, the team finalized the development of the FY15 annual work plan.

##### **SYLI Phase II Line Ministries Inception Workshop**

Similarly, SYLI conducted a one day program planning and review workshop with each of the two line Ministries, Education and Youth, in all three target zones (Somaliland, Puntland, South Central). During the workshop, the SYLI team presented SYLI Phase I achievements, discussed phase II scope, and, as well, shared planned activities for the remaining two years of implementation. To enhance government participation and ownership of the program, this was followed by departmental meetings and joint implementation planning sessions to discuss and agree on the implementation time-lines and strategies. These meetings reviewed and agreed on a Year I work plan. These discussions were very significant in the smooth kick off of SYLI phase II program activities as the line ministries have acquired a good understanding of what it means to be accomplished in the remaining two years.

##### **Coordination Meetings**

During the quarter, the SYLI team attended several coordination meetings held in Hargeisa, Garowe, Mogadishu and Nairobi. Among them was the Joint Review of the Education Sector conference held in Mogadishu in December 2014. The conference was funded by the EU consortium and chaired by HE. Hamud Ali Hassan, Assistant Minister for Education. Although there remain limitations of accessibility, some notable progress regarding infrastructure and capacity building have been observed in the past year. The purpose of the review was to see how the sector is progressing and the challenges that still need to be addressed. The key action points agreed upon during the meeting include:

- Donors, implementing agencies and the government to prioritize on the recruitment and sustainability of qualified teachers.
- Government to come up with a policy to coordinate and link between the central government, regional, state and districts for equitable and measurable assistance distribution.
- Lastly, build the capacity of the Ministry of Education both at a central and regional level in order to take over ongoing activities in the country effectively and efficiently.



## SOMALILAND

### Outcome I: Increased access to secondary education

#### a) Construction and Rehabilitation of Schools

##### Technical Infrastructure Assessment

CARE conducted a technical infrastructure needs assessment for Muse Yusuf Secondary School in Lasnaod, Sool region. This school was identified during phase I of SYLI and the commitment made to the Ministry of Education and the school community. The team visited the school and met with the REO, CECs and the Head Teacher and assessed, identified, and prioritized the infrastructure needs of the school to be supported by SYLI as well as the community contribution. Based on the needs assessment, the CARE Engineer developed the designs and BOQs of the agreed intervention, and shared with the donor for approval. The procurement/tendering process has started and construction will commence early next quarter.

##### Supervision of Construction

During the quarter, Mercy Corps and the MoE commenced the construction and rehabilitation of Bursade Secondary School. The MoE, SYLI team, and the Sahil Regional Administration jointly handed over the construction site to the contractor. The work, which includes the construction of eight classrooms, 12 latrines, two admin blocks, and a water tank, is in progress and has reached a 20% level of completion. The Ministry of Education, CECs, and Mercy Corps engineers jointly conduct regular technical supervision to ensure the quality of the construction. To further enhance the quality of the construction, SYLI also engaged the Somaliland Road Authority to test and approve the quality of the concrete and the soil of the site on which the school is being constructed.

Moreover, Gacan Libah Secondary School construction was completed last year with the exception of fixing the gate for the school. This is because the school community and the MoE have not reached an agreement with the owner of the garage which operates in the section of the school where the gate is to be fixed. MoE and the School CEC are currently working together to resolve the conflict, after which the gate will be fixed and the work handed over to the school and MoE.

##### Operationalization of New Schools

In December 2014, Community Education Committees (CECs) and the MoE successfully operationalized the New Gabiley Secondary School, in Gabiley region. The MoE has recruited six teachers, procured a vehicle for the school for picking and dropping teachers from the town to the school, and began the construction of the school fence. The Ministry of Education has also renamed the school Qalax II Secondary School to strategically attract new students as Qalax is a local well known school in the town. Mercy Corps will support the school to take off well by providing teaching and learning materials, training of teachers and provision of school grants for the sustainability of the school facility, among other things. Currently the school has an enrollment of 165 (116 boys and 49 girls) and will enroll more in the next academic year. The following table gives detailed and cumulative information on the target schools which have been supported with construction/rehabilitation to-date.

**Table I: Completed & Ongoing (built & repaired) classrooms and other structures in Somaliland**

Table 11: Completed & Ongoing (Built & Repaired) Classrooms and Other Structures in Gornaman						
S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Completed Construction during the previous Quarters						
1	Koryale Secondary	3	0	4	0	Water tank and pipe installation
2	Burao New Secondary	4	0	4	0	Admin block office and water tank
3	Gutaale Secondary	2	0	4	0	Fencing wall
4	Armale Secondary	4	0	4	0	Admin block and water tank
5	Garadag Secondary	2	0	4	0	Fencing wall

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
6	New-Erigavo Secondary	4	0	4	0	Admin block and water tank
7	Jidale Secondary	4	0	4	0	Construction of water tank and office space
8	Gabiley Secondary	4	0	6	0	Construction of water tank, office space and store
9	Adan Isaaq Secondary	4	0	0	4	Construction of water tank
10	Sheikh Ali Jowhar	4	0	6	0	Construction of water tank
11	Yufle Secondary	4	0	4	0	Construction of water tank and office space
12	Haji Aden Secondary	3	0	0	0	Girl friendly space and one water facility
13	Saba (Elbuh) Secondary	4	0	4	0	Construction of one water facility
14	Sheikh Bashir	0	0	4	0	
15	Gandi Secondary	0	15	3	8	Three offices, two stores and one water point
16	Farah Omar Secondary	0	15	6	0	Two laboratories, one library and one water tank
17	Waran Cade Secondary	3	0	6	0	255m fence/wall and one water facility
18	Mohamud Ahmed Ali	4	0	0	0	Construction of water tank and fence
19	26 June Secondary	4	0	6	0	Water reservoir, elevated masonry water tank
<b>Total</b>		<b>57</b>	<b>30</b>	<b>73</b>	<b>12</b>	
<b>B) Ongoing construction</b>						
20	Bursade Secondary	8		12		Construction of administration block and water tank
21	Gacan Libaah	4	0	6	0	2 water tanks and rehabilitation of the fence
<b>Total</b>		<b>12</b>	<b>0</b>	<b>16</b>	<b>0</b>	
<b>Total (completed &amp; ongoing)</b>		<b>69</b>	<b>30</b>	<b>89</b>	<b>12</b>	

#### b) Enrollment in Supported Schools

The current school academic year (2014/2015) began in September/October 2014 and the SYLI team, in collaboration with REOs and school head teachers, collected the enrollment data from the supported schools. Total enrollment of the current 22 schools stands at 11,637 (7,772 boys, 3,865 girls) in this academic year.

**Table 2: Beginning of Academic Year (2014/2015) Supported School Enrollment**

No	Name of School	# Start of Year	
		Male	Female
1.	Mohamud Ahmed Ali	1,042	491
2.	26 JUNE Secondary School	847	526
3.	Farah Omar Secondary School	664	281
4.	Gandi Secondary School	291	157
5.	Warancadde Secondary School	359	156
6.	Aden Isaac Secondary	397	244
7.	Sheikh Ali Jowhar Secondary School	450	243
8.	Ardaale Secondary School	231	111
9.	Gacan Libah Secondary school	956	554
10.	Gabiley secondary school	116	49
11.	Elbuh Secondary	84	40
12.	Haji Aden Secondary	414	224
13.	Sheikh Bashir Secondary	795	289
14.	Yufle Secondary	16	13
15.	Jiidali Secondary	6	1
16.	Garadag Secondary	94	42
17.	Guutaale Secondary	136	80
18.	Koryaale Secondary	66	6
19.	Armale secondary	47	27
20.	Burao New Secondary	37	37
21.	New Erigavo secondary	26	26
22.	Muse Yusuf secondary	698	268
<b>Total</b>		<b>7,772</b>	<b>3,865<sup>1</sup></b>

<sup>1</sup> SYLI and MoE are currently verifying and exploring why some schools are experiencing drop of enrollment.

Generally, the enrollment has been improving due to the operationalization of three new schools (Gabiley, Burao New and Erigavo New Secondary Schools) that were constructed last year. However, some schools experienced a drop in enrollment compared to last year enrollment. SYLI together with MoE and respective school head teachers will discuss the reasons and the challenges which will be reported on in the next quarter.

## **Outcome 2: Enhanced Quality of Secondary Education**

### **a) Pre-service Teacher Training**

The SYLI Consortium, in collaboration with the MoE, continued to provide support to the ongoing pre-service teacher training for the 45 female teacher trainees enrolled at Amoud University. During the quarter, the trainees took a one month teaching practice in selected secondary schools. All the graduates will be employed by the MoE and deployed to teach in the Public Secondary Schools in their respective regions across Somaliland. Their deployment is expected to improve the social learning environment for girls and thus encourage their retention and completion, as a lack of female teachers has been cited as one of the impediment factors to girls' education.

### **b) Mentorship Workshop**

In December 2014, CARE conducted a mentorship training workshop for 15 participants of REOs, DEOs, Quality Assurance Officers (QAs), University Lecturers from Burao and Nugaal Universities. The main objectives of the workshop were to: build the knowledge of the workshop participants in quality assurance, equip the mentors with the necessary skills and tools to mentor secondary school teachers, and collect data to measure the quality of teaching and learning in secondary schools.

The participants were taken through SYLI and MoE quality education tools to assess quality education (in the class and school environments) and tools to assess the progress on School Improvement Plans. The participants visited Sheikh Bashir School as a mock practice and each trainer was provided feedback on their strengths and areas of further improvement. In addition, three CARE field staff participated in the workshop to have a full understanding of the tools and indicators of quality education.

At the end of the workshop, the team came up with recommendations on how to improve quality education through mentorship which are as follows:

- Need to mentor teachers on lesson plans and schemes of work, class control and class assessment
- Support teachers to be inclusive – involve the girls
- Provide positive feedback and constructive criticism by pointing out how the teacher can improve

### **c) Provision of Teaching and Learning Materials (TLM)**

CARE, in collaboration with the MoE-Director of Secondary Schools and respective REO/ DEOs, has distributed 1,904 teaching and learning materials (TLMs) to nine secondary schools in three regions, namely: Togdheer, Sool and Sanaag regions. One school (Yubbe Secondary School, in Sanaag) was not part of the SYLI supported schools, but MoE requested for its inclusion in the provision of teaching and learning materials. The school is a community initiative and was constructed with funds raised by the Diaspora who have also employed qualified teachers and only needed support in terms of TLM. The TLMs distributed textbooks and teacher guides for sciences, mathematics and English. The materials are expected to reduce the current textbook to student ratio and result in better teaching and learning processes. The TLMs were identified by the teachers and the CECs of the respective schools in collaboration with the MoE. During distribution, MoE-

Director of Secondary emphasized the need for effective use of the textbooks to improve the teaching and learning process. The head teachers of the schools expressed their gratitude to USAID and committed to take care of the materials and use them to improve the quality of teaching and learning in their schools.

In addition, CARE, in collaboration with REO and the Sanaag governor distributed science laboratory equipment to Haji Aden Secondary in Erigavo. The distributed items included plastic measuring cylinders and human anatomy models (heart, brain, lungs etc). CARE has already supported the school's science laboratory with furniture during the previous quarters. The distributed items are expected to enhance the quality of education, particularly the science subjects and will be monitored for its effective use both by the MoE and CARE. The event was aired on the local television and the school community thanked USAID for its support.

**Table 3: Distribution of TLM to Secondary Schools**

No	School	Text books
	<b>TLM distributed during Q1 FY15</b>	
1.	Garadag Secondary	265
2.	Erigavo New Secondary	238
3.	Armale Secondary	225
4.	Jiidali Secondary	52
5.	Burao New Secondary	273
6.	Qoryaale Secondary	269
7.	Gutaale Secondary	275
8.	Yufle Secondary	226
9.	Yubbe Secondary	81
	<b>Total</b>	<b>1,904</b>

### **Outcome 3: Management of Secondary Education Improved**

#### **a) Construction of MoE Office Building**

During the quarter, Mercy Corps handed over the completed construction of the MoE office building in Hargeisa. The building, which is a two story block consisting of 24 offices and wash rooms will contribute to the effective service delivery of the Ministry by providing a safe and efficient working environment for key MoE staff, some of whom were housed in an old structure that was not adequate. In a colorful event, H.E Abdirahman Abdilahi, the Vice President of Somaliland, and Ms. Linda Etim, US Government Deputy Assistant Administrator for Africa, cut the ribbons to the new MoE building jointly presided over by them. SYLI facilitated the construction of the building with funding from USAID. The function was attended by other Ministers, Deputy Ministers, DGs, Mercy Corps officials, Directors of the various units of the MoE, secondary school heads, and INGOs working in the education sector.



*Front view of the constructed MoE office being prepared for the handover*



The Honorable Minister for Education, Mrs. Zamzam Abdi Adam, during the brief thanksgiving ceremony with USAID officials before the official launch, showed his appreciation to the USG and USAID for the support accorded to the Education Sector Development in Somaliland. In her remarks she said *“We are short of words to express our appreciation to the US government and USAID for their support given to the education of Somaliland children. USAID investments are visible, tangible and brilliant. They have constructed this office for the Ministry and supported several primary and secondary schools in Somaliland. Currently they are constructing a one-story building for Bursade Secondary in Berbera. Unlike others, USAID is known for its quality work in which they invest and we really appreciate that. This building has been in construction for a year with constant technical supervision to make sure they put up a quality structure. The Ministry is ready to sustain these facilities and to contribute their match to the benefit of the Somali learners. The only way we can return this investment is to make sure every single dollar of the American taxpayers goes to its intended use. We are also thankful to Mercy Corps for the good work done and for the close working relationship which they have with us”*.



*Top US Government officials led by Linda Etim (third from right) and H.E Vice President of Somaliland Abdirahman Abdillahi (middle), MOE Minister Hon Zamzam Aden (second from right) at the launching ceremony*

In her response Ms. Etim appreciated the partnership and the commitment of the Ministry and other education partners to deliver quality education. She said *“What we are really excited about is not just the building today, it is the effective partnership without which we would not have had this wonderful building standing here today. What we really must nurture is the partnership and commitment to quality education, the need to actually focus on education, educating women and girls and making sure the people who come through our support are actually standing as the last testaments to the investments which we would like to make. The United States remains committed to this partnership and I think we are very excited today to see the beginning of what we hope to be the lasting relationship”*.

H.E. Abdirahman, the vice president thanked the USG for their tireless support to the many development initiatives in the country. He also underscored the significance of the visit for both governments and reiterated that this kind of visit should be regular.

The climax of the event was the joint cutting of the ribbon by the Vice President and Ms. Etim to officially launch the new MoE building for use by the Ministry officials. A brief tour of the facility was undertaken, followed by an inter-governmental meeting at the new office boardroom. Finally, the event was concluded with an official tree planting by dignitaries to commemorate the event and a visit to 26 June Secondary School, one of the SYLI-supported schools in Hargeisa. The school head teacher received the guests and briefly informed them about the schools' status in terms of students, teachers, facilities and support SYLI provided, among other things. Also, in one of the classes, trained girls' empowerment forums esteemed the value of the program including the trainings given and the impact it had on their lives. They reported that the quality of the school has improved and that they wish to see more support, in particular in the science laboratories, for the achievement of their dreams in education.

#### **Outcome 4: Somali ownership of secondary education strengthened**

The community ownership of secondary education is being enhanced through a two pronged approach: training of the school management committees/community education committees and limited financial support to the committees to implement their school improvement plans.

##### **a) Follow up with trained Community Education Committees**

Post training follow up visits have shown some impact of the CEC trainings. Mercy Corps conducted a monitoring visit to Gacan Libah Secondary School in Hargeisa to monitor the implementation of the School Improvement Plan (SIP) activities. The monitoring team observed the proper use of the grant by the Community Education Committees (CECs) and the school administration as the school has used the grant in establishing a small library for the school by procuring two shelves, ten tables and ten chairs. The objective of the grant is to foster community involvement and participation in education through the implementation of some high priority activities outlined in the School Improvement Plans (SIP).

Qallax II (New Gabiley) School CECs have led the operationalization of the schools by closely following up with the MoE to support the school with missing facilities that were necessary for the school. These include recruitment of teachers, constructing school fences and procurement of a school van.

Also, Adan Isaq Secondary School CECs have started a fund raising campaign to build the school fence during the quarter. The school fence is among one of the priority items of the School's Improvement Plan. The CECs have so far collected \$9000 USD from the school community, particularly business people. Once finalized, SYLI will technically support the CECs to build a quality fence for the school.

## **PUNTLAND**

### **Outcome 1: Increased access to secondary education**

#### **a) Construction and Rehabilitation of Schools**

##### **Tendering and Commissioning of Construction**

The tender for Dangorayo Secondary School in Nugaal region were opened and analyzed over the quarter under review with the presence of the MoE and the bidding companies. Selection of the winning bidder was jointly done through a very competitive process.

The construction work that includes two classrooms, girl friendly spaces, administrations block and a water tank began in November 2014 and has reached a 65% level of completion. The school is among the schools that were identified and committed during the phase I implementation period. The school CEC, DEO, and Mercy Corps Engineer, conducts regular supervision of the construction

work to ensure the quality of the work. The completion of the school, as well as the procurement and delivery of furniture for the new classrooms, will be done in the next quarter.

### Handover of Completed Construction

During the quarter, CARE supported the completion and handing over of construction work in one secondary school, namely Jeerin Secondary School in Sool region. A total of two classrooms and four latrines and a “girl’s friendly space” have been built or repaired in the school. CARE has also furnished both the classrooms and the girl-friendly space. The school community and the MoE appreciated USAID’s support.

In addition, work is in progress in another secondary school, Kalabayr Secondary School (Sool region), which is at the final stage and will be completed in the next quarter. The following table gives detailed and cumulative information on the target schools which have been supported with construction/rehabilitation to-date.

**Table 4: Completed & ongoing (built or repaired) classrooms and other structures in Puntland**

S/ N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
a) Completed Constructions up to Q1-FY15						
1	Jeerin	2	-	4	-	Girl friendly space
Total		2	-	4	-	
b) Completed constructions in previous Quarters						
2	Haji Salad	4	0	6	0	2 water tanks, 1 office block and a perimeter wall fence
3	Buraan	2	-	4	-	
4	Sh. Abdalla Ibrahim	2	0	3	0	water tank, 1 hand wash facility, 1 store and fence
5	Kalabayr (Nugaal)	3	0	0	0	
6	Nawawi	3	0	0	0	
7	Sheikh Osman	2	0	0	0	Water dynamo
8	Gambool	4	0	0	0	
9	Omar Samatar	2	0	0	0	
10	Burtile	-	8	-	16	water facility, four science laboratories, one library, and one administration block of six rooms
11	Bosaso Public	4	5	-	10	Construction of 30m of wall/fence, six hand wash facilities
12	White Tower	-	8	-	6	A water facility, office block and library.
13	YassinNur	4	-	-	-	One water facility and one girl friendly space
14	Xin-Galool	2	-	4	-	One hand wash facility and a perimeter wall fence
Total		32	21	17	32	
a) Ongoing construction						
15	Kalabayr (Sool)	2	-	4	-	Girl friendly space
16	Dangorayo	2	-	4	-	Girl friendly Space
Total		4	0	8	0	
Total (completed & Ongoing)		38	21	29	32	

### b) Enrollment in Supported Schools

Similarly, as mentioned earlier under the Somaliland section, the data collection for enrollment data of the supported schools in the current academic year (September 2014/June 2015) has been collected from the supported schools. The total enrolment in the 17 SYLI supported schools in Puntland stands at 7,756 (5,105 boys and 2,651 girls).

**Table 5: Beginning of Academic Year (2014/2015) Supported School Enrollment**

No	Name of School	# Start of Year	
		Male	Female
1.	Gambol Secondary	1252	600
2.	Sheikh Osman Secondary	338	253
3.	Omar Samatar Secondary	1482	838
4.	Nawawi Secondary School	156	113
5.	Bosaso Public Secondary	600	284

6.	White Tower Secondary	132	58
7	Yasin Nur Secondary	271	79
8.	Burtinle Secondary	185	111
9.	Abdalla Ibrahim Secondary	114	29
10	Haji Salaad secondary	78	26
11.	Kalabayr Secondary	59	42
12.	Dangorayo Secondary	68	31
13.	Sultan Hurre (Harfo) Secondary	48	66
14.	Buraan Secondary	73	23
15.	Kalabyr (Sool) secondary	54	18
16.	Jeerin Secondary	55	18
17.	Xin-Galool Secondary	140	62
<b>Total</b>		<b>5,105</b>	<b>2,651</b>

Generally, schools showed an overall increase in enrollment compared to previous year enrollments. However, Haji Salad School, in the Bari region has experienced a slight drop this year. The SYLI team and the MoE will discuss this with the school community and agree on the way forward to address this challenge and the progress will be reported next quarter.

## **Outcome 2: Enhanced quality of secondary education**

### **a) Teacher Training**

#### **i. In-service teacher training**

The two year in-service teacher training that will lead to a professional diploma certification for 67 teachers continued during the quarter in the three (Garowe Teacher Education College, East Africa University and Puntland University of Science and Technology) local Teacher Training Institutes (TTIs). In December, the last face to face training session at the three TTIs resumed for a one month period.

Mercy Corps and the MoE conducted joint supervision of the training and observed that 65 teachers attended the December training out of the 67 that attended in the last session. The three TTIs have delivered all the modules and assignments as per the course structure and planned to administer the final exam in January 2015. Despite the presence of all trainees, the university reported differences in school calendars as one of the key challenges as some trainees delayed to report that their schools were still open. All 65 trainees have performed well in the previous three semesters and are expected to successfully complete the training and graduate in the next quarter.

In addition to the institute based training sessions, all three TTIs conducted school based mentoring support for the teacher trainees. They visited the schools in which these teachers are working and provided school based support based on the methodologies and training areas given in the previous semesters. The mentoring session targeted 30% of the teacher trainees as it is not logistically possible to reach all of them in their different schools. During the mentoring, the TTIs identified the strengths and weaknesses of teachers and guided them on how to improve.

#### **ii. Pre-service Teacher Training**

After delays by the respective TTIs, Mercy Corps, in collaboration with the MoE, officially launched the pre-service teacher training for 36 (all female) trainees at Garowe Teacher's Education College (GTEC) in December 2014. This is a two year diploma in an education course aimed at increasing the number of female teachers in Puntland. Currently women constitute 1.5% of the total number of teachers. The event was presided over by MoE-DG Mr. Ahmed Ali Shire who emphasized the importance of producing qualified female teachers who will improve girl enrollements in the schools. He encouraged the trainees to focus on their studies and make use of the valuable opportunity by completing the course with high performance and later work in the secondary schools in the regions they came from. The DG has also assured them that MoE will undertake regular supervision to ensure that the training is on track. The launching event was attended by MoE officials, the Mercy Corps team led by the CoP, female trainees, and GTEC lecturers among others.



The training was to start in Quarter two after the selection of the trainees but this did not happen due to management and financial problems in one of the Institutes (GTEC) and the lack of the quorum (required minimum number of students) in the other.

The trainees were selected through a competitive process that is based on a regional quota system which ensures that the trainees come from all regions of Puntland.

#### **b) Provision of Teaching and Learning Materials (TLM)**

Mercy Corps, in collaboration with MoE Regional Officers, has procured and distributed 552 school registers to 19 secondary schools in Puntland. This is to improve class management by enabling the schools to track the students' attendance and generate genuine school statistics for sharing with the school stakeholders.

In addition, SYLI, in collaboration with REOs, finalized the preparations of the distribution of 1,041 TLMs to five secondary schools in the Bari, Nugal, Mudug and Karkar regions of Puntland. The TLM consists of textbooks for the sciences, math and English language as well as educational charts. Prior to the procurement of the TLMs, Mercy Corps, in collaboration with the respective REOs, assisted each school in identifying and prioritizing their TLM needs, which were later approved by the MoE. The TLMs, once distributed in the next quarter, will improve the student text book ratio and improve the quality of teaching and learning in the respective schools. The TLMs were due to be distributed this quarter but the vendor delayed the complete delivery of the TLMs due to logistical challenges but will now be distributed early next quarter.

**Table 6: School Registers Distributed**

No	School	Text books
	<b>TLM distributed during Q1 FY15</b>	
1.	Omar Samatar Secondary	48
2.	YasinNur Secondary	24
3.	Harfo Secondary	24
4.	Jariiban Secondary	24
5.	Dangoroyo Secondary	24
6.	Qarhis Secondary	24
7.	Gambol Secondary	48
8.	Burtinle Secondary	24
9	Kalabayr Secondary (Nugal)	24
10	Sh.Osman Secondary	48
11	Nawawi Secondary	24
12	Hajisalat Secondary	24
13	Abdalla Ibrahim Secondary	24
14	Bosaso Public Secondary	48
15	White Tower Secondary	24
16	Jeerin Secondary	24
17	Kalabayr Secondary (Sool)	24
18	Buran Secondary	24
19	Hingalol Secondary	24
	<b>Total</b>	<b>552</b>

#### **c) Furniture to Schools**

During the quarter, CARE distributed school furniture for the constructed classrooms in Jeerin Secondary School. The furniture consisted of 30 classroom desks; 15 desks for each classroom. This brings the cumulative total number of desks distributed to 13 schools in Puntland to 654.

### **Outcome 4: Somali Ownership of Secondary Education Strengthened**

#### **a) Development School Improvement Plan (SIP)**

The Community Education Committees of three secondary schools (Kalabayr Secondary and Dangoroyo Secondary in Nugal region, and Sh. Abdalla (Ufeyn) Secondary in Bari region) successfully

completed the preparation/review of a three year school improvement plan (SIP) and have submitted this to the MoE for endorsement. The SIPs were developed with the participation of teachers and parent representatives and approved by the Regional Education Officers (REOs). The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies on how best to support the schools.

#### **b) Follow up with School Improvement Grants**

Three secondary schools (Haji Salaad, Gambol and Sh. Osman Secondary Schools) that successfully submitted their SIPs with agreed priorities, were given grants worth \$1,500 with 10% community contribution to support the implementation of prioritized SIP activities. The MoE and Mercy Corps jointly monitored the implementation of the grants to ensure proper utilization of the funds and accountability. Some of the activities being implemented by the grants include the repair of desks, purchase of cameras and projectors, office equipment and furniture.

In addition, the CEC of Gambol Secondary School mobilized funds and replaced the cracked floor of the administration block with tiles and started the rehabilitation of two rooms for use by the students' union.

This grant is a CEC capacity building strategy as it provides the opportunity for the CECs to be practically guided on project planning, implementation and management.

### **SOUTH CENTRAL (Galmudug, Mogadishu, Kismayu)**

#### **Outcome I: Increased access to secondary education**

##### **a) Construction and Rehabilitation of Schools**

##### **General Needs Assessment of Schools**

During the quarter, SYLI had a two-day session with MoE key officials and technical staff and reviewed and agreed on the data collection tool for the school needs assessment. Among the key staff that represented the MoE were the Minister, DG and departmental heads. The team reviewed the draft tool presented by SYLI and provided their input. The meeting also agreed to do the assessment per region and only in public (functional/non-functional) secondary schools where the Ministry owns the school compound.

This was followed by a consultative meeting with MoE officials and REOs of respective regions in South Central Somalia (Bay, Gedo, Lower Shabelle, Middle Shabelle, Hiiran and Lower Jubba) to discuss and agree on the modality of the needs assessment, as well as the districts in each region that can be accessed by the assessment team.

The actual assessment exercise commenced in Banaadir, Hiran, Middle Shebelle, Lower Shebelle, Lower Juba and Bay regions. A joint team of three people, two from the MoE and one from SYLI consortium, conducted the assessment in the above four mentioned regions.

Similarly, the assessment exercise also commenced in the Central Regions of Galmudug, Himan and Heeb regions of Galgaduud. The assessment was not conclusive since the ASWJ held areas could not be reached; however, in Himan and Heeb the team assessed and identified Bahdo and Amara for further infrastructure assessment.

So far, the data from 77 schools has been received and entered as follows: Hiiran (11), Lower Shabelle (15), Middle Shabelle (7), Banaadir (25), Lower Jubba (10), Central (5) and Bay (4). The exercise will be done in the remaining regions and the report prepared in the next quarter.

## Technical Infrastructure Assessment

SYLI, in collaboration with Juba interim administration carried out a final technical assessment of three secondary schools (Khalid Bin Walid, Rugta and Ganane Secondary Schools) in Kismayu under the Juba Land Administration. The selected schools have primary schools supported for UNHCR rehabilitation and SYLI will match that effort in supporting the secondary component. The designs/BoQs of the assessed secondary schools were shared with USAID for review and approval.

During the reporting period, SYLI secured approvals and reviews for the designs/BoQs for Mudug (Galkacayo), Khalid binuWalid (Kismayo) and Rugta (Kismayo) secondary schools. The procurement has started and the construction work scheduled to be launched next quarter.

## Tendering of the Construction

Mercy Corps-SYLI conducted the tendering for the construction of the wall fence of Kahda Secondary School in Mogadishu, Banaadir region. The tender was advertised in the local newspapers, through the Ministry of Education, and the bids were opened in the presence of the bidders by the tender committee comprised of nine members (four from MoE and five from Mercy Corps). This was followed up with joint (MoE and Mercy Corps) site verification visits to the offices of five companies shortlisted for the third-round of selection. The aim of the visit was to physically verify the assets and the technical capacity of the contractors. The team concluded the review and awarded the contract to the most competent contractor. The construction is expected to begin next quarter.

## Operationalization of Schools

During the quarter under review, SYLI had a series of meetings with MoE officials and the communities on the operationalization of the three schools in Mogadishu (Moalim Jama, Kahda and Hantiwadag Secondary Schools) that were constructed in phase I of SYLI. The DG of the MoE, Mr. Mohamed Abdikadir, led the discussion and the team agreed on the following action points:

- Mercy Corps to pay fifty percent (50%) of the teachers' stipend (\$150 per teacher per month) for the first year.
- MoE to meet with CECs of Hantiwadag Secondary School and sort out the internal issues.
- Tripartite meeting between the MoE, Community of Kahda Secondary School and Mercy Corps to iron out the differences between the MoE and the CEC of Kahda secondary school.

Moalim Jama Secondary School has so far been operationalized with 100 (53 male, 47 female) students enrolled for the first time in 24 years. The process of operationalizing the remaining two schools is in progress as per the above agreed up action points.

Completed and ongoing school structures remain the same as in the last quarter and are shown in the summary table below:

**Table 7: Completed & ongoing (built or repaired) classrooms and other structures in SC**

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
a) Completed schools during previous Quarters						
1	Moalim Jama	0	33	14	36	Two offices, one water tank
2	SYL School	3	0	3	0	Fence and water tank
Total		3	33	17	36	
b) Ongoing constructions						
3	Kahda	10	0	6	0	Two offices, store, one water tank and fence
4	Hantiwadag	0	10	0	0	Kitchen
Total		10	10	6	0	
Total (completed and ongoing)		13	43	23	36	

### c) Enrollment in Supported Schools

Likewise, the data collection for enrollment of the supported schools in the current academic year (September 2014/June 2015) has been collected from the supported schools. The total enrollment of the two functional schools stands at 405 (244 boys and 161 girls) students. The remaining two schools in Mogadishu will also be operationalized in the next quarter.

**Table 8: Beginning of Academic Year (2014/2015) Supported School's Enrollment**

No	Name of School	# Start of Year	
		Male	Female
1.	SYL Secondary School	191	114
2.	Moalim Jama Secondary School	53	47
<b>Total</b>		<b>244</b>	<b>161</b>

## Outcome 2: Enhanced quality of secondary education

### a) Teacher Training

#### i) Pre-service Teacher Training

SYLI held a series of consultative meetings with the MoE (Galmudug and Federal) Units of Teachers Training and Quality Assurance on mobilization and enrollment of pre-service female teacher trainees. The team discussed and agreed on the selection criteria and the assessment of the capacity of the available Teacher Training Institutes (TTIs). In total, ten teacher training institutes have been assessed in South Central Somalia: one in Galkacayo-Mudug region; two in Beletweyn-Hiraan region; two in Jowhar-Middle shabele region; three in Baidoa-Bay region; one in Kismayo-Lower Juba region; and, one in Mogadisho in Banaadir region. A joint team consisting of MoE and Mercy Corps are screening and selecting the best and competent universities and institutes who can deliver the training program as required.

The selection process of selecting pre-service female teacher trainees in the different regions has begun and the REOS are currently receiving applications from interested candidates from their respective regions.

In Galmudug region, the selection process has been concluded and 40 female trainees from Mudug and Cadaado District of Galgaduud region were selected for the training. All the necessary arrangements have been finalized with the selected institute, Galkayo University, and the training is scheduled to begin next quarter. The deployment of these trainees into schools on completion is expected to improve the social learning environment for girls and thus encourage their retention and completion.

#### ii) Celebration of National Teacher's Day

SYLI technically supported and attended the celebration event for National Teacher's Day held on November 21, 2014 in Mogadishu, Somalia. The aim of the event was to appreciate and honor the teachers across the country for their special contribution to the education sector with little support of the relevant government institutions. The event was hosted by the Ministry of Education and was attended by a number of Ministers, representatives of INGOs, LNGOs, UN, teachers, parents, students, religious leaders among others. The DG of the MoE, Mr. Nur, opened the event and in his remarks emphasized the importance of the day and the event's theme that was **"if you want to invest in the future, invest in teachers"**. He described the teachers as role models for being nation builders in the pre, during, and aftermath of the civil war. The Minister of Education, Mr. Essa Mohamed Gurase, in his remarks, thanked all the partners for their tireless effort in supporting the Ministry technically and financially to revitalize the effectiveness of government institutions.

## **Outcome 4: Somali Ownership of Secondary Education Strengthened**

### **a) Training of Community Education Committees**

Mercy Corps worked in collaboration with MoE-Juba Interim Administration (JIA) to conclude training for 26 (16M: 8F) Community Education Committee members from three secondary schools in Kismayu (Rugta, Khalid Bin Walid and Ganaane schools). The objective of the training is to improve community ownership and build the capacity of CECs to participate in the development/management of the schools. During the training, participants showed great interaction and commitment; and at the conclusion, one of the participants Mr. Mohamed Ahmed, thanked USAID and Mercy Corps for the fruitful training and urged his colleagues to apply the knowledge they gained to improve the management of their respective schools. Assistant Minister for Juba interim administration, Mr. Ahmed Abdikadir Ali, officially closed the training and thanked Mercy Corps for the great work they are doing for the Juba land community. A tripartite MOU between MoE of JIA, CECs and Mercy Corps will be signed before engagement with the target schools to provide clarity on the scope of work for each school and the roles and responsibilities of each party.

## **IR 2: AT LEAST 12,700 YOUTH HAVE IMPROVED LITERACY, NUMERACY AND LIFE SKILLS**

CARE is the technical lead for this intermediate result and the main objective is to improve Somali youth's ability to access quality non-formal education. The livelihood and economic opportunities sector has been dropped in phase II.

### **SOMALILAND**

#### **Outcome 1: Youth have Access to NFE**

##### **a) Assessment of Non-Formal Education Centers**

The Mercy Corps team, together with the MoE (DG and Director of NFE), reviewed the challenges and lessons learned during phase I and agreed to conduct an assessment for 15 new NFE centers (7 in Marodijeex, 4 in Sahil, and 4 in Awdal regions), mostly in rural areas, out of which ten centers will be selected. The assessment, which focuses on the type of curriculum to be offered, management, qualification of tutors, and availability of physical facilities including classrooms, was conducted and the ten target NFE centers identified. Similarly, CARE, in collaboration with the MoE, agreed on the continuation of the existing centers to deliver the NFE courses in Sool, Sanaag and Togdheer. All trainings will start in January across all regions of Somaliland.

### **SOUTH CENTRAL (Galmudug, Mogadishu, Afgoye, Kismayu)**

#### **Outcome 1: Youth Access to NFE Education**

##### **a) Assessment of Non-Formal Education Centers**

The Mercy Corps team in collaboration with respective regional MoE officials conducted joint NFE assessments of centers in Banaadir, Lower Shebelle, Mudug and Galgaduud regions with the intention of expanding NFEs to areas where access to literacy and numeracy education is non-existent and opportunities for youth remains low. In Kismayu, the team met with the head teachers of the public schools to discuss using the school facility as NFE centers in the afternoons. This was after the team identified that there was no NFE center in the whole of Kismayu, yet there is a huge need for NFE.

Of the 34 locations assessed in total, 18 NFE centers (seven for Banaadir, five for Central and six for Kismayu) have been selected for engagement.

##### **b) Enrollment of NFE learners**

Mercy Corps, together with Galmudug MoE and Himan and Heeb Departments of Education, rolled out enrollment of the first batch of 300 (156 male and 144 female) learners into five NFE centers

namely: Hobyo VTC, El-Dibir, and Tambiih in Galmudug, and Ileys School and Adado Primary School in Galgaduud region. Each center enrolled sixty learners with the objective of providing six-months basic literacy, numeracy, and life skills training. These centers were selected based on the assessment exercise described above. Mercy Corps will provide monthly stipends for the teachers and teaching and learning materials.

**IR3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY**

Under the SYLI modifications, this result area will be fully implemented by three national local organizations, with Mercy Corps providing technical support. The organizations are the Somaliland National Youth Organization (SONYO) in Somaliland, Mudug Development Association Network (MUDAN) in Puntland, and Somali Youth Leadership Forum (SYLF) in South Central Somalia.

**SOMALILAND**

**a) Advocacy Discussions Forums**

Four advocacy campaigns were conducted in Marodijeex, Togdheer, Sanaag and Sool during the quarter. Trained youth leaders carried out activities in the form of awareness raising campaigns in all the regions with the theme of promoting civic education. These campaigns targeted 12 Secondary Schools in the regions with SYLI-supported schools given special consideration. This is aimed to orient learners in these secondary schools on the importance of civic action for positive change.

In Erigavo, Sanaag region, the theme of the campaign was "We Resort to Civic Awareness for Civic Action" and the campaign was carried out by the youth leaders in collaboration with the Ministry of Education and that of youth.

In Borama, Awdal region, the youth, in collaboration with representatives of the Ministry of Youth, Sports, and Tourism conducted sports events for students of six secondary schools (Sh Ali Jawhar, Adan Isaq, Ubaya, Al-aqsa, Ardaale and Al-Nur). The events composed of a marathon (for boys), competition of poems, egg games (for girls) and tug of war (for boys). The event, which was aimed at strengthening the student interaction and socialization of the students, attracted the participation of 700 people composed of students, teachers, parents and the general community.

**b) Sports for Change for Out-of-School Youth**

During the quarter, SONYO, in collaboration with the Ministry of Youth, Sports and Tourism supported a sports for change tournament, which was conducted in Hargeisa with the aim of discouraging illegal migration and strengthening interactions among youth. A total of 12 football teams participated in this tournament representing all the five districts of Hargeisa.

The tournament was preceded by a two day refresher training of 46 (all male) sports officials (captains, managers, referees, juries and Ministry of Youth officials) on sports management, best practices, and rules and regulations among other things.

During the tournament, several messages on the danger of illegal migration were conveyed to the spectators through banners and short briefs before, during and after the matches. This is part of SYLI's intervention aimed developing a strong bond among the youth in the districts of Hargeisa and to empower them through sports tournaments. Approximately 9,000 people, mainly youth, were attracted and reached with the anti-migration messages. At the conclusion, the Minister of Youth, Sports and Tourism, Mr. Ali Saed Raygal, attended the final match and emphasized the importance of sports for youth integration and discouraged the youth from illegally migrating to Europe for so-called better opportunities.

### c) National Youth Conference in Somaliland

SONYO, SYLI's partner, conducted a 2-day National Youth Conference from December 10-11, 2014 in Hargeisa. The aim of the forum was to get grass root information about the real issues/challenges faced by youth and propose solutions for the identified challenges. The forum was attended by approximately 4,500 youth from different youth organizations, institutions (secondary schools and local universities), groups from SONYO member organizations, and the general public. SONYO recognizes that the progress, regress, or outright destruction of any given society stems primarily from the manner in which each society enriches its youth, therefore SONYO makes youth empowerment a core principle of the organization. The forum was over by the Vice President of Somaliland with the presence of key government officials, CSOs, the private sector, and the President of National Council of Nepal. During the forum, presentations were made on education, youth unemployment, youth mainstreaming, clannism, and illegal migration. The youth participants from all regions of Somaliland discussed these themes in groups and presented them before they finally came up with national youth forum declarations.



*Youth Participants at the National Conference Forum*

*SYLI CoP underscoring the significance of youth participation in national development at the forum*

## PUNTLAND

### a) Inception and Planning Workshop

Similarly, MUDAN & Mercy Corps held a one-day inception workshop for 25 Ministry of Labor, Youth and Sports officials. The meeting was officially chaired by the Minister of MOLYS, who emphasized the importance of having a joint implementation plan for SYLI phase II. The consortium partners, MUDAN and Mercy Corps presented their achievements in phase I and the proposed intervention of SYLI phase II. A joint committee was established and they developed an implementation plan for the year of 2015. The joint implementation is expected to improve the collaboration of MoLY&S and SYLI consortium partners.



#### IV. PROGRESS AGAINST TARGETS

Objective	Indicator	Baseline value	Program target	FY15-Q1 Achievement		Cumulative achievement to-date	
				Male	Female	Male	Female
<b>IRI:</b> Students have increased access to formal secondary education through construction and/or rehabilitation of 93 schools	I.1.1 Number of classrooms built or repaired with USG assistance [F-Indicator IIP-3.2.1-39]	0	372	2		178	
	I.1.2 Number of other types of structures constructed or rehabilitated with USG assistance	0	465	5		267	
	I.1.3 Number of learners enrolled in secondary schools or equivalent non-school based settings with USG support [F-Indicator IIP-3.2.1-15]	0	45,489	-	-	13,121	6677
	I.1.4 Percentage of learners having completed their grade	n/a	85	97%	94%	97%	94%
	I.1.5 Percentage of female learners having completed their grade	0	80	94%		94%	
	I.1.6 Percentage increase in secondary enrolment in supported secondary schools	0	5%	-1		-1	
	I.1.7 Number and proportion of USG supported schools or learning spaces meeting criteria for safe schools program [F-Indicator IIP-3.2.1-40]	0	50%	0		0	
<b>IRI.2:</b> Quality of Secondary Education enhanced through training of 2,500 teachers	I.2.1 Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support [F-Indicator IIP-3.2.1-31]	0	2200	0	0	474	20
	I.2.2 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support [F-Indicator IIP-3.2.1-32]	0	300	0		0	
	I.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance [F-Indicator IIP-3.2.1-33]	0	27,900	2456		8,448	
	I.2.4 Percentage of teachers who were officially observed who demonstrated core teaching competencies	0	61%	0		0	
	I.2.5 Percentage change in community perception of quality of secondary education						
	% satisfied with positive perception on teacher performance	58%	68%				
	% satisfied with positive perception on teaching and learning materials	9%	29%				
	% satisfied with positive perception on school infrastructure	13%	33%				
				-		-	
<b>IRI.3:</b> Management of Secondary	I.3.1 Number of administrators and officials successfully trained with USG support [F-Indicator IIP-3.2.1-3]	0	200	0	0	27	3



Objective	Indicator	Baseline value	Program target	FY15-Q1 Achievement		Cumulative achievement to-date	
				Male	Female	Male	Female
Education improved through capacity building of 200 regional education officials	1.3.2 Percentage of schools visited and supported by education officials	n/a	40%	0		0	
	1.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services [F-Indicator IIP-3.2.1-38]	n/a	5	0		1	
	1.3.4 Percentage change in community perception of schools' organization and management	77%	85%	-		-	
<b>IR1.4:</b> Somali ownership of education services strengthened in 93 target schools	1.4.1 Number of PTAs or similar 'school' governance structures supported [F-Indicator IIP-3.2.1-18]	0	93	3		53	
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	-		-	
<b>IR2.1:</b> 12,700 youth access NFE	2.1.1 Number of persons completing Non-Formal Education training programs	0	12,700	0	0	1,270	4,713
	2.1.2 Percentage of students in USG supported NFE Centers that achieve mastery on literacy and numeracy based on a reliable criterion-referenced test	0	80%	0	0	0	0
<b>IR3.1:</b> Civic participation increased for 50,000 youth to network and dialogue	3.1.1 Number of youth who have completed USG-assisted civic education training programs [F-Indicator 2.4.1-6]	0	150	0	0	176	102
	3.1.2 Number of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance	0	50,000	14,200		30,600	
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	1		23	
	3.2.3 Number of action campaigns carried out by Youth	0	8	-		3	
<b>IR3.2:</b> Youth-led-advocacy efforts strengthened to influence at least 3 policy decisions	3.2.4 Percent youth who feel they have a voice in community and local government decision making						
	% with influence at family	92%	92%				
	% with influence on community leaders	68%	73%				
	% with influence on Local Government leaders	50%	60%				
				-			

Objective	Indicator	Baseline value	Program target	FY15-Q1 Achievement		Cumulative achievement to-date	
				Male	Female	Male	Female
<b>IR3.3:</b> Management of youth development interventions improved through capacity building of at least 40 Ministry of Youth Officials and rehabilitation of 3 youth centers							

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<sup>2</sup> The indicator tracking table will be fully updated in the next quarter after the finalization of the M&E Plan.

## **V. PERFORMANCE MONITORING**

**Preparation of SYLI M&E Plan:** This is currently being developed in collaboration with USAID and Somali Program Support Services (SPSS) and will be finalized next quarter.

### **Baseline Survey:**

This will be conducted next quarter after the selection of the target communities and institutions through the ongoing needs assessments.

## **VI. PROGRESS ON LINKS TO OTHER ACTIVITIES**

During the reporting period, Mercy Corps held an introductory meeting with the USAID funded TIS Program team for Galgaduud region with the objective of building synergy between the two programs. Both programs target activities that enhance stability in the region with special interest on youth and women. The team agreed to collaborate more by sharing plans, challenges, and progress in the future.

## **VII. PROGRESS ON LINKS WITH HOST GOVERNMENTS**

SYLI phase II implementation of the work plan has considered the Zonal Education Sector Strategic Plans (ESSP) for Puntland, Somaliland and South Central in an effort to support the target zones so they can realize their plans. Some of the key Somaliland ESSP that the program will contribute to include: expansion of the pre-service and in-service teacher trainings, increasing the quantity of teaching and learning resources in schools, completion and approval of the curriculum framework, and finalization of draft policies. The prioritized outputs for Puntland ESSP targeted by the SYLI implementation plan include: strengthened MoE capacity at national, regional and district levels; addressing the needs of disadvantaged learners; teacher quality; access to and quality of education; increased enrolment; training of NFE teachers; increasing secondary school enrolment by 14.04%; strengthened classroom practices through materials support and in-service training; and an increased percentage of girls representing 45% of the secondary school population. The South Central Somalia ESSP priorities targeted by this plan include: institutional development, development of policies, strategic and implementation plans, implementation of EMIS and the use of evidence-based decision-making, improved access to relevant education, reduction in gender inequality with regards both to access to education services and improved levels of literacy and numeracy.

The SYLI consortium has also established a cordial relationship with respective MoEs in the region and has increased its effort to facilitate technical support to ensure that the ownership of program activities is realized. Respective MoEs play a central role in the planning and implementation of program activities. In this quarter, several meetings were conducted with respective ministries and departments to come up with joint implementation strategies.

## **VIII. PROGRESS ON GENDER STRATEGY**

During the period under review, SYLI used a gender-lens eye to ensure girl-child and women remained at the heart of the program intervention. The program, jointly with the MoE, advertised fully paid scholarships for 200 pre-service female teacher trainees in the South Central zone with the objective of increasing the number of qualified female teachers in the region. Currently, there are few female secondary school teachers in both regions; therefore, this will be a key milestone for the program.

In November 2014, three staff participated in Mercy Corps' first annual Adolescent Girls Boot Camp, held in Kampala, Uganda. The workshop focused on building the capacity of Mercy Corps teams to design and implement high-quality adolescent girl programs and plenty of time was offered to participants to share learning and discuss current challenges. An educated girl marries later, has fewer children, and is more likely to seek healthcare for herself and her children. They can also have

the potential of lifting a country's GDP by 2% every year. SYLI plans to pilot mentorship/role models through WCGEC and GEFs to enhance the enrollment, retention and transition of girls in supported schools.

The program team also began the process of developing the gender strategy that will guide the mainstreaming of gender into the program activities.

## **IX. LESSONS LEARNED**

**Community Ownership/Operationalization of Schools:** It has been a bit challenging to restart operations in newly constructed schools where learning had not yet begun or for the rehabilitated schools that were totally closed down during construction. During the quarter, the MoE and the CECs have been able to hire and deploy teachers and other support staff to these schools. Four schools (three in Somaliland and one in Mogadishu) have been fully operationalized. There is still some challenge in the operationalization of two other schools in South Central.

**Community Contribution:** Not much contribution (both cash and in-kind) has been realized from the Public Private Partnership. The participating communities, especially the Community Education Committees (CECs), have however made reasonable contributions like the purchase of land, recruitment and payment of teachers, repair and maintenance of the school facilities, which, of course, need to be valued and documented.

**Joint Planning Sessions:** Mercy Corps has started the phase II implementation by sharing the zonal targets and budget with the two line-ministers of Education and Youth followed by joint implementation planning with the relevant department/units of the Ministry. The joint implementation planning was attended by the concerned head of departments for both ministries and it has provided opportunity for all to discuss the activities, agree on the best implementation strategy and identify roles and responsibilities of each party. Both Ministries appreciated the kick off meetings of the phase II activities as everything was clear with the sense of accountability and transparency.

## **X. SUSTAINABILITY**

The sustainability of SYLI is centered on the capacity of local community structures and the line government ministries. The capacity building and the active participation of these institutions are the key sustainability interventions of SYLI. Some evidence of sustainability has been observed during the reporting period. These include the local mobilization of resources by CECs to implement the prioritized activities of their school improvement plan and the joint venture of MoE and the CECs in operationalizing five newly constructed schools in Somaliland and Mogadishu.

In Galmudug, the program team identified a non-profit association managing free basic education with the support of a Diaspora Community from the region. The quality of education there, though not to the standard required, is remarkable due to high motivation of teachers. The program team initiated engagement with the group to enhance access to quality secondary education in the area. This could be the right platform to extend the call to the Diaspora Community to establish similar ventures for widening access to basic education across the region as well as contribute to the sustainability of the program deliverables.

## **XI. ACTIVITY ADMINISTRATION**

### **a) Constraints and Critical Issues**

Obtaining approved list of textbooks has been extremely difficult from the Ministry of Education and thus created delays in procuring teaching and learning materials for SYLI supported schools in Puntland. As reported earlier, there has been some progress, as the MoE plans to produce a

list of approved textbooks to be procured and once this list is approved, SYLI will speed up the procurement and distribution process.

Frequent changes in the MoE staff in Mogadishu without proper handover continues to be a challenge to the program as the new team usually disowns the plans agreed upon between the program and the previous team, thus creating a problem in the collaboration between the program and the respective Ministries.

Furthermore, security has been a problem particularly in South Central Somalia as some of the target regions were inaccessible during the needs assessment exercise.

**b) Personnel**

There has been change in key personnel during the reporting period. The recruitment of the Civic Engagement Specialist was finalized and the person was brought on board. The recruitment of the Communication Specialist is still in progress.

**c) Contract, Award or Cooperative Agreement Modifications and Amendments**

There were no modifications during the quarter.